DOCUMENT RESUME

ED 319 664 SO 020 883

AUTHOR	Craven, Jean; And Others
TITLE	Middle School Social Studies: A Guide for Classroom Teachers. Eastern Hemisphere Studies, Western Hemisphere Studies, New Mexico History and Geography, United States History.
INSTITUTION	Albuquerque Public Schools, N. Mex.
PUB DATE	89
NOTE	106p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Course Content; *Course Descriptions; *Course Objectives; Curriculum Development; Curriculum Guides; Grade 6; Grade 7; Grade 8; Intermediate Grades; Junior High Schools; *Middle Schools; *Social Studies
IDENTIFIERS	*New Mexico

ABSTRACT

The state of New Mexico requires all sixth grade students to take the year-long social studies course entitled Eastern Hemisphere Studies. Seventh grade students are required to take two semester-long courses, are in Western Hemisphere Studies and the other in New Mexico History and Geography. The year-long social studies course on U.S. History is required of all eighth graders. The organization and contents of this guide are intended to assist the teacher in identifying major ideas around which these courses might be organized. It should help teachers decide what to leave out at least as much as it helps them decide what to include. Various course outlines and timelines are offered for each course. The main themes are identified, outlines of those themes are given, key concepts, people, and events are presented, and expected student competencies are listed for each unit within each course. (JB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED319664
SO 020 883

MIDDLE SCHOOL

SOCIAL STUDIES

Eastern Hemisphere Studies
Western Hemisphere Studies
New Mexico History and Geography
United States History

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

JEAN CRAVEN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

A Guide for Classroom Teachers

MIDDLE SCHOOL SOCIAL STUDIES GUIDE

BOARD OF EDUCATION

Diego D. Gallegos
Mary Lee Martin Pauline G. Martinez Leonard J. DeLayo
Patricia A. Branda Doug McVicker Bill Rothanbargar

SUPERINTENDENT

Dr. Jack Bobroff

DEPUTY SUPERINTENDENT FOR INSTRUCTIONAL SERVICES

Joan Heinsohn

ASSISTANT SUPERINTENDENT FOR INSTRUCTIONAL SERVICES AND CURRICULUM DEVELOPMENT

Linda Taylor

SOCIAL STUDIES COORDINATOR

Jean Craven

Published by Instructional Services and Support
Albuquerque Public Schools
P.O. Box 25704
Albuquerque, New Mexico 87125

1989

TABLE OF CONTENTS

Acknowledgements i

Introduction ii

Philosophy iii

Guide to Organization iv

Sixth Grade Social Studies

Eastern Hemisphere Studies 1-13

Seventh Grade Social Studies

Western Hemisphere Studies 14-23

New Mexico History and Geography 24-35

Eighth Grade Social Studies

United States History 36-50

ACKNOWLEDGEMENTS

This Middle School Social Studies Guide was developed during the school years 1987-88 and 1988-89 by several committees of middle school social studies teachers. Teachers who participated in one or more of these committees are:

Jim Briggs	Adams	Dora Marroquin	Kennedy
Sue Jenkins	Eisenhower	Janice Saxe	Lincoln
Michael Eddings	Ernie Pyle	Martha Fitch	McKinley
Brenda Martinez	Ernie Pyle	Shari Tarbet-Crawford	McKinley
Jeanne Howard	Garfield	Richard Schafer	Polk
Vicky Mingus	Garfield	Mary Arrowsmith	Taylor
Jeff Mullen	Grant	Kathleen Oestreicher	Taylor
Jan Oglesby	Grant	Jilson Emry	Van Buren
Lewis Baldwin	Harrison	Antonette Barela	Washington
Marylou Santiago	Hoover	Cindy Carillo	Washington
Al Jarrett	Jefferson	Billie McDowell	Washington
Carey McIntyre	Jefferson	Greg Vigil	Washington

We wish to thank the middle school social studies content leaders in each school for their assistance in sharing drafts with teachers at each school and for their advice. Teachers who served as content leaders for social studies during 1988-89 were:

William Schroeder	Adams	Vicki Thompson	Lincoln
Nancy Core	Cleveland	Ronald Schafer	Madison
Dorothy VanAntwerp	Eisenhower	Martha Fitch	McKinley
Brenda Martinez	Ernie Pyle	Richard Schafer	Polk
Vicky Mingus	Garfield	Richard Woodruff	Roosevelt
Jeff Mullen	Grant	Edward Lucero	Taft
Pat Beserra	Harrison	Mary Arrowsmith	Taylor
Elaine Vieth	Hayes	John Fernandez	Truman
Marylou Santiago	Hoover	Betty A. Montoya	Van Buren
Helen Ortega	Jackson	Robert Sanchez	Washington
Carey McIntyre	Jefferson	Richard Dwyer	Wilson
Dora Marroquin	Kennedy		

We give special thanks to Beth Cummins, Garfield Middle School, for her work in writing and editing early drafts of this guide and to Ray Rayl, secretary for social studies, who had the responsibility for all of the technical aspects of producing this guide.

INTRODUCTION

The Middle School Social Studies Curriculum Guide reflects the social studies curriculum mandated by the New Mexico Public School Reform Act of 1986 as reflected in State Department of Education Competencies and Domain Specifications for the New Mexico Achievement Assessment. Teachers in Albuquerque Public Schools have assisted in the process of creating a coherent curriculum which incorporates all requirements, reflects the needs of middle school students, and takes advantage of available teaching materials.

Teachers expressed a preference for a relatively simple guide which focused on major knowledge and competencies to be acquired in each course. For that reason, suggested activities have not been included in this guide, although an activity-oriented approach is strongly encouraged. Unit timelines are included to offer assistance to new teachers or those who are new to a course; they are suggestions which reflect the advice of many experienced teachers.

Schools and individual teachers are responsible for teaching strategies, selection and use of supplemental materials, distribution of time and topics within the course, integration of social studies with other fields of study (such as language arts and literature, art, music, or languages), and sequencing units of study. Thoughtful attention to these issues will provide flavor and uniqueness to a consistent district curriculum.

PHILOSOPHY

The social studies program is responsible for the development of knowledge, skills, and beliefs necessary for citizenship in a democratic society. A K-12 social studies program incorporates many broad goals, and the middle school has special responsibility for several of these. The middle school student should, by the end of eighth grade, have a broad grasp of the physical and cultural geography of world regions; have an understanding and appreciation of American history and democratic values; appreciate the relationship of our own heritage to civilizations of the past; and possess a knowledge of New Mexico geography and history. Middle school social studies programs should encourage a disposition to take part in civic affairs and to recognize that each person's voluntary, informed contribution to the society of the family, classroom, school, community, country, and to human society as a whole is an important part of a democratic way of life.

The ideal middle school social studies classroom is a thoughtful, active place. The teacher has a broad knowledge of the course content and is able to distinguish major ideas from trivia. The teacher has a commitment to spending enough time on important topics to assure that students will leave the course with essential learning well in hand. The students are frequently engaged in learning activities in which they have a sense of involvement. Teachers and students are finding ways to relate what is learned to the world around them, and everyone understands that the business of the classroom is an important part of the business of the nation and the world.

If students can be expected to remember anything they have learned in courses so broadly conceived as those in the middle school social studies curriculum, the teacher must avoid the practice of "teaching by mentioning." More time spent on a judicious selection of important ideas and skills is necessary, and opportunities for active participation and application to familiar events will lead to lasting learning.

The organization and contents of this guide are intended to assist the teacher in identifying major ideas around which a course might be organized. Rather than teach all of the history, geography, and contemporary culture of the Eastern hemisphere, for example, the teacher is invited to focus on the lasting heritage of earlier civilizations which are part of our intellectual and political ideas today and to substitute a few in-depth case studies of countries that represent a region for a country-by-country "mentioning" of the entire hemisphere. United States history can be focused on a few themes and some major concepts. While including all of U.S. history within the course, the teacher need not attempt to teach every president and every event included in a history text. This curriculum guide should help teachers decide what to leave out at least as much as it helps them decide what to include. The guide is intended to provide the framework for a consistent district curriculum with opportunities for school-by-school interpretation.

ORGANIZATION OF THE MIDDLE SCHOOL SOCIAL STUDIES GUIDE

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
The themes suggested in this column offer one means of maintaining continuity and a focus on "the big picture" of ideas rather than an accumulation of loosely related facts. The teacher is free to substitute other themes, focus on one or two, or to use another approach.	The topics suggested in this column are those normally included in instruction by most teachers. The teacher may expand on the outline or organize instruction in a different manner.	The concepts, people, places, and events listed in this column are taught by most teachers and/or are specifically included in State Department of Education competencies or domain specifications of eligible test content (NMAA). They should become part of of a student's working vocabulary; memorized definitions are seldom necessary.	Items in this column are a combination of district and state competencies. Starred items are State Department of Education essential competencies or the portion of those competencies appropriate for inclusion in a particular unit. Specific examples (listed after a colon) are taken from domain specifications of eligible test content for the New Mexico Achievement Assessment.

GRADE SIX

EASTERN HEMISPHERE STUDIES

One Year

Eastern Hemisphere Studies is the required course for sixth grade social studies. It includes a brief study of the basic principles of physical geography, a study of the origins of Western Civilization prior to the discovery of America, and a study of geography and contemporary life in the Eastern Hemisphere. Though the course could be organized in several ways to accomplish these purposes, the following suggestions provide an idea of major and minor emphases:

Plan A

Physical Geography and Geography of the Eastern Hemisphere	6 weeks
Origins of Western Civilization	9 weeks
Western Europe	3 weeks
Soviet Union and Eastern Europe	4 weeks
The Middle East	3-5 weeks
Africa South of the Sahara	3 weeks
Asia (focus on Japan, China, India)	6-8 weeks

Plan B

(Geography is integrated and distributed throughout the course)

Origins of Western Civilization	18 weeks
Europe	2-3 weeks
Soviet Union and Eastern Europe	4 weeks
Africa (including Middle East)	4-5 weeks
Asia (focus on Japan, China, India)	6-8 weeks

Plan C

Basic Principles of Physical Geography (Other physical geography is integrated throughout the course)	2 weeks
Middle East and North Africa	7 weeks
Early History (Mesopotamia)	
Geography	
Contemporary Life	
Europe	9 weeks
Early History (Greeks, Romans, Europe before Columbus)	
Geography	
Contemporary Life	
Soviet Union and Eastern Europe	4-6 weeks
Africa South of the Sahara	4-6 weeks
Asia (focus on Japan, China, India)	6-8 weeks

UNIT I
GEOGRAPHY

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Absolute and relative location are two ways of describing the positions of people and places on the earth's surface.	I. Directions A. Cardinal B. Intermediate	North, northeast, northwest South, southeast, southwest East West compass rose	The student will: **1. Recognize a compass rose and use cardinal and intermediate directions to locate places on maps and globes.
2. All places have distinctive characteristics that give them meaning and character and distinguish them from other places.	II. Landform Identification A. Physical 1. Land	continent mountain desert peninsula isthmus plateau island hemisphere	**2. Label the seven continents and four oceans on a map of the world. *3. Identify on a map or globe physical land forms and water forms. *4. Identify political sub-divisions within countries.
	2. Water	bay gulf ocean sea strait river delta tributary source of river mouth of river	*5. Distinguish between country and continent. *6. Locate major eastern hemisphere countries and identify them by continent.
	B. Political	city state country province	* State Department of Education Essential Competency for Grade 6 ** State Department of Education Competency for Grade 4 or 5.

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
3. All places on earth have advantages and disadvantages for human settlement.	III. Weather and climate	North Pole South Pole Arctic Circle Antarctic Circle Tropic of Capricorn Tropic of Cancer high, low, middle latitudes	*6. Identify the interrelationships between the physical environment and people.
	IV. Reading and using maps and globes	physical map political map regional map	*7. Recognize a variety of distribution maps and describe the purpose of each.
	A. Kinds of maps	historic map distribution maps (product, climate, rainfall, etc.)	
	B. Terms	elevation scale legend, key symbol parallel meridian	8. Use parallels and meridians to determine approximate location.

UNIT II
ORIGINS OF WESTERN CIVILIZATION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. All history can be placed on a timeline.	I. Ancient Civilizations of the Middle East		The student will:
	A. Time Period of Early Civilizations	B.C. A.D.	1. Use a timeline to sequence events.
	1. Timelines 2. Calendars		
	B. Geography of the Middle East	Fertile Crescent Tigris River Euphrates River Nile River	*2. Describe how geography affects the development of world civilizations.
	1. The land 2. Rivers and river use 3. Climate		
2. The people of Mesopotamia and Egypt created many of the things that make a civilization: cities, economic specialization, writing, governments, and laws.	C. Mesopotamia	division of labor cuneiform Hammurabi's Code	*3. List important developments in human history made possible by the development of agriculture. 4. Identify Mesopotamia and Egypt as sites of early world civilizations.
	1. Agriculture 2. Irrigation 3. Wheel 4. Cities 5. Specialization 6. Writing 7. Law 8. Government 9. Religion		

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
	D. Egypt 1. Government 2. Religion 3. Writing 4. Law 5. Architecture	pharoah papyrus hieroglyphic pyramids	
3. Under the Greeks, the idea of democracy developed and western civilization advanced.	II. Ancient Greece (800 B.C. - 400 B.C.) A. Geography 1. Land 2. Bodies of water	Balkan Peninsula Adriatic Sea Aegean Sea Mediterranean Sea	5. Identify the common elements that make up a civilization.
	B. Government 1. City states 2. Development of democracy	city state (Athens, Sparta) democracy oligarchy monarchy	6. Identify ancient Greece as a major culture that has influenced world history and state evidence of our lasting heritage from Greece.
	C. The arts D. Science and philosophy E. Religion	mythology Greek plays olympics architecture Aristotle Socrates Plato Alexander the Great	

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
4. Our heritage from ancient Rome includes ideas of a republic, veto power, citizenship, a senate, equal justice, and standardized law.	III. Ancient Rome (500 B.C. - 476 A.D.)		7. Identify the roots of United States culture that arose from Roman civilization.
	A. Geography	Italian Peninsula	
	1. Landforms	Alps	8. Identify Rome as the site of a major world civilization.
	2. Bodies of water	Mediterranean Sea	
	B. Government	republic	
	1. Representative government	dictator	
		veto	
		senate	
	2. Roman law	empire	
	3. Republic to empire	representative government	
	C. The Arts and recreation	colosseum	
	1. Architecture	aqueducts	
	2. Public entertainment	roads	
	D. Religion	arches, domes	
	E. Leaders	forum	
	F. Contributions	Julius Caesar	
		Augustus Caesar	
		calendar	
		Latin language	
		Roman justice	
	IV. Middle Ages and Renaissance in Europe		9. Identify western Europe as the site of a major world civilization during the late middle ages and Renaissance.
	A. Middle Ages (500 A.D. - 1500 A.D.)		
	1. Location of Germanic kingdoms and feudal states.	feudalism	
		serfs	
		manor	

20

21

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
5. Ideas of rule of law, limited power of rulers, taxation, and national government arose during the middle ages.	2. Government a. Feudalism b. Kingdoms c. Holy Roman Empire d. Nation/states 3. Religion a. Monasteries b. Popes c. Crusades 4. Growth of towns and cities	kingdoms monarchy nation/states Magna Carta trial by jury rule of law monopoly guild specialization	10. Identify the Magna Carta, which embodied ideas of rule of law and limited power of rulers, as a major benchmark in the evolution of democracy.
6. Renaissance ideas set the scene for voyages of discovery and the bringing of European ideas to colonies in the new world.	B. Renaissance (1400 A.D. - 1600 A.D.) 1. Location of Italian city-states and European nation-states 2. Government a. Free peasants b. Taxes c. National governments 3. Religion a. Reformation b. Religious rivalry 4. Art and science		

UNIT III
GEOGRAPHY AND CULTURE OF WESTERN EUROPE

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ TERMS	COMPETENCIES
1. Europe is a peninsula of peninsulas. 2. Western Europe forms a region of countries that are generally democratic and non-communist and which are increasingly developing close economic ties. Their common heritage dates back to Greece and Rome and includes the cultural achievements of the Renaissance.	I. Geography of Europe A. Physical geography 1. Landforms 2. Bodies of water 3. Climate 4. Resources B. Political geography 1. Europe and Eurasia 2. Countries of the region II. Culture A. Governments 1. Constitutional monarchies 2. Federal republics B. Economy of the region 1. Industrial development 2. Standard of living 3. Capitalism and democratic socialism C. The arts D. Language E. Education F. Religion and common values	Strait of Gibraltar English Channel Mediterranean climate population density Council of Europe NATO European Economic Community European Common Market per capita income	1. From a list of countries of the world, recognize names of at least nine western European countries. *2. List major bodies of water in western Europe and tell why each is important in the region. *3. Locate major western European countries on a map. *4. Describe how geography has affected the culture of western Europe. 5. Describe what the countries of western Europe have in common.

UNIT IV
GEOGRAPHY AND CULTURE OF THE SOVIET UNION AND EASTERN EUROPE

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ TERMS	COMPETENCIES
1. The countries of Eastern Europe have historic links with the Soviet Union as well as defense and economic ties today. 2. This region spans Europe and Asia. 3. The countries of Eastern Europe and the Soviet Union have socialist economies and economic inter-dependence among Eastern bloc countries.	I. Geography of the Soviet Union and Eastern Europe A. Physical geography 1. Landforms 2. Bodies of water 3. Climate 4. Resources 5. Size of Soviet Union II. Culture A. Governments 1. Communist states 2. Defense agreements B. Economy of the region 1. Socialist economies 2. Industrial development 3 Standard of living C. The arts D. Languages E. Education F. Religion and common values	Ural Mountains Black Sea Volga River permafrost tundra taiga steppe Warsaw Pact	1. From a list of countries of the world, recognize names of at least five Eastern European countries. *2. List major bodies of water in Eastern Europe and tell why each is important in the region. *3. Locate the Soviet Union and major Eastern European countries on a map. *4 Describe how geography has affected the the culture of the Soviet Union and Eastern Europe. 5. Describe what the countries of the Soviet Union and Eastern Europe have in common.

UNIT V
GEOGRAPHY AND CULTURE OF THE MIDDLE EAST
(North Africa and Southwest Asia)

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ TERMS	COMPETENCIES
1. The Middle East is the birthplace of three of the world's major religions: Judaism, Christianity, and Islam. Today, the culture of Islam dominates nearly all of North Africa and Southwest Asia.	I. Geography A. Physical geography 1. Natural boundaries of the region 2. Landforms 3. Major bodies of water 4. Climate 5. Resources B. Political geography 1. Countries of the region 2. Disputed areas	Palestine	1. From a list of countries of the world, recognize names of at least ten major countries of the middle east (Southwest Asia and North Africa).
2. Countries in the Middle East have escaped colonial status and achieved independence, but religious and territorial conflicts persist and threaten stability and security.			*2. List major bodies of water in the Middle East and tell why each is important in the region.
3. Oil exports bring wealth to many Middle East countries, but for most inhabitants of the region, the standard of living is moderately low.			*3. Locate major countries of North Africa and Southwest Asia on a map.
			*4. Describe how geography has affected the culture of the Middle East.
	II. Culture A. Governments 1. Nationalist movements 2. Independent republics 3. Arab unity/regional conflicts B. Economy of the region 1. Oil exports 2. Imports of manufactured goods 3. Standard of living 4. Level of technology C. The arts D. Language E. Education F. Religion and common values	theocratic republics Zionism OPEC nomads Mohammed Koran Jerusalem Mecca Judaism Christianity Islam	5. Describe what the countries of the Middle East have in common.

UNIT VI
GEOGRAPHY AND CULTURE OF SUB-SAHARAN AFRICA

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Eighty percent of the people in Africa south of the Sahara live a traditional life in rural areas, but the cities are modern and growing. 2. The climate of Africa is quite varied and contributes to great cultural variation. The delicate ecology of many areas creates an insecure economic balance. 3. Low levels of technology, low rates of literacy, high rates of infant mortality, and low levels of life expectancy are indicators that many Africans have a low standard of living. Several countries are increasing their level of technology and raising the standard of living for more of their people.	I. Geography of Sub-Saharan Africa A. Physical geography 1. The Sahara as a natural barrier 2. Landforms 3. Bodies of water 4. Climate 5. Animal life B. Political geography 1. Colonial roots of contemporary countries 2. Countries of Sub-Saharan Africa II. Culture of Sub-Saharan Africa A. Governments 1. Independence from non-African rule 2. Republics 3. Persistence of tribal identification B. Economies 1. Resources 2. Technology 3. Standard of living C. The Arts D. Languages E. Education F. Religion and common values 1. Islam 2. Christianity 3. Tribal religions	Great Rift Valley rain forest savanna desert	1. From a list of countries of the world, recognize names of at least ten African countries. *2. List major bodies of water in sub-Saharan Africa and tell why each is important in the region. *3. Locate major African countries on a map. *4. Describe how geography has affected the culture of sub-Saharan Africa. 5. Describe what the countries of sub-Saharan Africa have in common.

UNIT VII
GEOGRAPHY AND CULTURE OF SOUTH AND EAST ASIA

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Asia includes several regions: East Asia, South Asia, Soviet Asia, and at least one island region. Part of the Middle East is in Asia.	I. Geography of Asia A. Physical geography 1. Size and boundaries of Asia 2. Landforms 3. Bodies of water 4. Climate 5. Resources	monsoon	1. From a list of countries of the world, recognize names of major Asian countries in South Asia, East Asia, Soviet Asia, the Middle East, and the Pacific Islands region.
2. Asia includes one-third of the world's land and nearly 60% of the world's people.	B. Policical geography 1. Countries of South and East Asia 2. Importance of Japan, China, and India	Indian Subcontinent	*2. List major bodies of water in South and East Asia and tell why each is important in the region
3. Several of the world's oldest civilizations are located in Asia.	II. Culture: India, Japan, China A. Governments 1. Effect of colonialism on present governments 2. Independence 3. Relationships to other countries	Nehru Mao Zedong parliamentary system caste system	*3. Locate major South And East Asian countries on a map. *4. Describe how geography has affected the culture of South and East Asia. 5. Describe what the countries of South Asia and East Asia have in common and explain why Asia has several regions.
	B. Economies 1. Level of technology 2. Population growth 3. Village life/city life 4. Standard of living 5. Trade relationships		
	C. The Arts	Buddhism	
	D. Language	Hindi	
	E. Education		
	F. Religion and common values	Hinduism	

EASTERN HEMISPHERE STUDIES

Textbook Reference

The two adopted textbooks for Eastern Hemisphere Studies are *Europe, Africa, Asia, and Australia* (Silver Burdett Company) and *The World: Past and Present* (Harcourt, Brace, Jovanovich, Publishers). Plan A follows the Silver Burdett organization more closely; Plan B reflects the Harcourt organization. The portions of the Silver Burdett book on Australia are optional; the sections on the Western Hemisphere in the Harcourt book should be omitted because they are part of the Grade 7 curriculum. Each school should have one or more Nystrom globe libraries with *The Where and Why Program* which sixth grade teachers may use to achieve geography competencies. Teachers are encouraged to identify activity-oriented lessons to supplement or substitute for textbook presentations.

Plan A

		Silver Burdett	HBJ
Physical Geography and Geography of the Eastern Hemisphere	6 weeks	Nystrom & Ch. 1	Nystrom & Intro.
Origins of Western Civilization	9 weeks	Ch. 3-7	Ch. 1-7
Western Europe	3 weeks	Ch. 6-8	Ch. 8
Soviet Union and Eastern Europe	4 weeks	Ch. 9-11	Ch. 8
The Middle East	3-5 weeks	Ch. 12-14	Ch. 3
Africa South of the Sahara	3 weeks	Ch. 15-17	Ch. 9-11
Asia (focus on Japan, China, India)	6-8 weeks	Ch. 18-21	Ch. 12-15

Plan B

		HBJ
(Geography is integrated and distributed throughout the course)		
Origins of Western Civilization	18 weeks	Ch. 1-7
Europe	2-3 weeks	Ch. 8
Soviet Union and Eastern Europe	4 weeks	Ch. 8
Africa (including Middle East)	4-5 weeks	Ch. 9-11
Asia (focus on Japan, China, India)	6-8 weeks	Ch. 12-15

Plan C

		Silver Burdett	HBJ
Basic Principles of Physical Geography (Other physical geography is integrated throughout the course)	2 weeks	Ch. 1 (Nystrom)	Introduction (Nystrom)
Middle East and North Africa Early History (Mesopotamia) Geography Contemporary Life	7 weeks	Ch. 3, 12-14	Ch. 1-3
Europe Early History (Greeks, Romans, Europe before Columbus) Geography Contemporary Life	9 weeks	Ch. 4-8	Ch. 4-8
Soviet Union and Eastern Europe	4-6 weeks	Ch. 9-11	Ch. 8
Africa South of the Sahara	4-6 weeks	Ch. 15-17	Ch. 12-15
Asia (focus on Japan, China, India)	6-8 weeks	Ch. 18-21	Ch. 12-15

GRADE SEVEN
WESTERN HEMISPHERE STUDIES

One Semester

Western Hemisphere Studies is required for one semester at seventh grade. Units on Canada, Latin American Backgrounds, and Mexico are required. The course is primarily a study of the geography of Canada and Latin America, but students should learn sufficient history of these areas to understand contemporary ways of life. Canada is studied in depth. An overview of Latin American backgrounds prior to the twentieth century is followed by a case study of Mexico. Additional case studies may be made of the various geographic and cultural regions in Latin America such as Brazil, Peru, Central America, and Argentina as time permits.

Canada	4-5 weeks
Latin American Background	4-5 weeks
Mexico	4-6 weeks
Central America (Tropics Region)	1-2 weeks
Argentina (Pampas Region)	1-2 weeks
Peru (Andean Region)	1-2 weeks
Brazil	1-2 weeks
Total	**18 weeks**

37

36

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. During the early years of European settlement in the Americas, England and France claimed land in Canada. During later conflicts, the French lost all their land to England. 2. While the United States became independent from England by means of revolution, Canada's independence came about slowly and was attained by evolution. 3. Canada is the second-largest country in the world in land area. It includes a number of climate regions and rich resources. 4. Canada is a major Pacific Rim nation. It is the number one trading partner of the U.S. It is a developed country with democratic traditions and a high standard of living.	I. European Settlement A. Viking B. English C. French D. Other European II. Canadian Independence A. Quebec Act B. Refusal to join American Revolution C. Uniting separate provinces into the Dominion of Canada D. Commonwealth of Nations E. Constitution (1982) III. Geography of Canada A. Location B. Canada's role in the United Nations C. Ecological issues D. Economy of Canada	colony French and Indian War Inuit Parliament province Quebec Act land use population density precipitation	The student will: 1. Cite reasons for studying about Canada. 2. Identify major cities, landforms, and bodies of water in Canada. 3. Describe Canada including the following: -location -religion -languages -native peoples, newer arrivals -government -geographic factors affecting lifestyle -historical factors affecting present culture. -economic status, level of technology, standard of living

UNIT II: LATIN AMERICA BACKGROUND BEFORE 20TH CENTURY

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. The diversity of climates and landforms in Latin America gave rise to strikingly different ways of life.	I. Geography A. Tropics B. Highlands C. Pampas (grasslands) D. Islands	Latin America Central America Caribbean South America Andes Mountains Amazon (diminishing rainforests) Gulf of Mexico Pacific Ocean	The student will: 1. Compare the variety of climates and landforms found in Latin America with climates and landforms in the U.S.
2. The arrival of Europeans provoked a drastic decrease in native population. The Europeans brought African slaves and there was a steady increase in European, black, and mestizo populations.	II. Ethnic Variety A. Amerindians (native Americans) B. Europeans C. Africans	ethnic group mestizo creoles mulattoes	*2. Locate Latin America, Central America, Caribbean, and South America on a world map. 3. Name and describe the three major ethnic groups represented in Latin America.
3. European countries extracted wealth from American colonies and contributed their civilization.	III. Colonialism and Slavery A. Plantation agriculture B. Religious conversion C. Forced labor (variety of methods) D. Flow of wealth to Europe (silver and gold mines) E. Political domination	colonialism slave trade encomienda viceroyalty "royal fifth" galleons Catholicism land grants	4. Describe the sequence of arrival of the three major ethnic groups and explain which were the rulers and the ruled.
4. After 300 years of colonialism most Latin American colonies broke away from European powers and became independent countries.	IV. Wars of Independence (1809-26) A. U.S. independence as model B. Free trade C. Desire fro democracy D. Rise of nation states in Europe	war of independence constitution caudillo (dictator) democracy institution	5. Compare U.S. revolutionary war to Latin American wars for independence (self-rule).
5. Latin American wars for independence brought self rule but not stability and prosperity.	V. Nation Building A. "Strong man" governments (dictatorship) weak institutions B. Economic disorganization C. Elites and masses	elites middle class masses/poor	6. Describe problems Latin American nations had with self rule.

40

41

UNIT III: MEXICO: A CASE STUDY OF A LATIN AMERICAN COUNTRY

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Most of the population and mineral resources are located in the central highlands. However, tropical agriculture flourishes on the coastal plain.	I. Geography A. Coastal plain (low, moist, hot) B. Central highlands (high, dry, cool)	tropical highlands	The student will: *1. Locate Mexico on a map of the Western Hemisphere (or world) and indicate the two major geographic regions.
2. From the first century on, a series of major city states arose in Mexico. They developed a high culture.	II. Ancient Urban Civilizations A. Maya B. Aztec	civilization urban century	2. Compare the Mayan and Aztec cultures to Athens and Rome.
3. While most Mexicans earn their living in agriculture, a growing number work in city factories.	III. Spanish Colonialism		3. Identify Montezuma and describe how he exemplified Aztec culture.
4. Mexico possesses great wealth, but its uneven distribution gives rise to struggles between the wealthy and the poor.	IV. Economy of Modern Mexico A. Sources of wealth 1. Farming 2. Ranching 3. Mining	hacienda agriculture raw materials/ natural resources manufacturing	4. Compare ways of making a living in Mexico and New Mexico.
5. Mexico represents a middle position (in terms of standard of living) between the U.S. and very poor countries.	B. Who benefits from wealth? 1. Concentration of wealth in the hands of a few 2. Constant struggles for equal division of wealth		5. Show influence of politics on the economy. 6. Compare the standard of living in Mexico with that of the U.S. and Haiti (or another very poor country).

UNIT III: MEXICO: A CASE STUDY OF A LATIN AMERICAN COUNTRY (Continued)

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
6. Mexico has a long tradition of autocratic leadership; citizens take little part in public affairs and expect leaders to solve problems.	V. Political Traditions A. Leaders (strong) B. Election fraud/corruption and graft C. Protest and revolution D. Revolution of 1911-1920 E. Constitution of 1917	standard of living wealth income	7. Identify a few modern national leaders (e.g. Villa, Zapata, Cardenas) and tell how they exemplify traditional Mexican leadership.
7. When leaders don't solve problems, masses protest or revolt.		autocratic dictators heroes	8. Show how European and native traditions blend to create Mexican art forms.
8. Mexico has rich artistic traditions, high as well as folk culture, respected within Mexico and throughout the world.	VI. Culture A. Art B. Music C. Food	folk culture	9. Show how religion affects everyday life. 10. Show how one-party politics affects the economy.
9. Mexico has problems common in poor countries, yet it has made some progress in solving many of them.	VII Problems A. Population B. Pollution C. Unemployment D. Illiteracy/poor education E. Illness, health care	air pollution	

UNIT IV: CENTRAL AMERICA: A CASE STUDY OF A REGION IN A TROPICAL CLIMATE ZONE

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. The countries of Central America are diverse in many respects, but they share a colonial heritage, a tropical climate, and a location between two continents and two tropical seas.	I. Geography and Demographics A. Location of region B. Three climate subdivisions C. Effect of geography on history 1. Earthquakes and volcanoes 2. Land use/topography 3. Bodies of water	tropics isthmus population density	*1. Explain the relationship of elevation, distance from the equator, ocean currents, and wind patterns on climate in Central America. *2. Explain ways in which geography and climate have affected the lives of people in Central America.
2. Most Central American countries are cultural mixtures of Europeans, mestizos, Indians, and Africans, but there are wide variations of the percentages of each in each country.	II. Culture A. Settlement patterns of four cultural groups B. Governments C. Economy of the region 1. Patterns of land ownership 2. Per capita income 3. Distribution of wealth 4. Single-crop economies and international trade 5. Standard of living D. The arts E. Languages F. Education G. Religion and common values	mestizo military aid economic aid per capita income single-crop economy	*3. Locate Central America on a map and recognize which countries are part of Central America. *4. Use a variety of distribution maps which reflect geographical, political, and socioeconomic information to draw conclusions.
3. Central American countries have endured many episodes of political and economic intervention since gaining independence from colonial powers.			

UNIT V: ARGENTINA: CASE STUDY OF A COUNTRY IN THE PAMPAS REGION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Argentina, eighth largest country in the world (in land area), is a nation of (European) immigrants.	I. Geography of the Region		*1. Define the interrelationships between climate and land use in southern Latin America.
2. Argentina is representative of several industrialized Latin American countries which have a large middle class, a high percentage of urban dwellers, and a relatively high standard of living.	A. Pampas (grassland) area B. "Southern cone" region C. Topography and land use D. Bodies of water E. Climate F. Resources	pampas temperate climate	*2. Identify the interrelationships between the physical environment and people in southern Latin America.
3. Argentina is representative of the temperate zone countries of Latin America, the pampas countries, and countries colonized by Spain. It shares with many Latin countries a former colonial status and a revolutionary course to achieve independence.	II. Culture A. Former Spanish colony B. 95% of inhabitants are of European descent C. Government 1. Fragile, intermittent democracy 2. Military governments D. Economy 1. Industrialized 2. 85% urban 3. Large middle class E. The Arts F. Language G. Education H. Religion and common values	 colony Juan and Eva Peron industrialized urban gauchos	*3. Use a variety of distribution maps which reflect geographical, political, and socioeconomic information to draw conclusions *4. Identify on a map specific points where latitude and longitude lines intersect. 5. Describe Argentina in terms of location, geographic factors affecting lifestyle, government, and economy.

48

49

UNIT VI: PERU: CASE STUDY OF A COUNTRY IN THE ANDEAN REGION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Peru is representative of countries in the Andean Highlands. With Ecuador and Bolivia, it forms a region made up of lands formerly part of the Inca empire and then part of the Spanish colonial empire.	I. Geography A. Topography and land use B. Bodies of water C. Climate D. Resources	Andes Mountains Peru Current	*1. Define the interrelationships between climate and land use in Andean Latin America.
2. Peru is representative of many Latin American countries that have unstable governments and economies, partly because a few wealthy people own most of the land, claim most of the political power, and restrict the citizenship rights of the less wealthy (usually Indian and/or mestizo) majority.	II. Culture A. Former Spanish colony B. Half of population is Indian C. Government D. Economy 1. Rural life 2. Level of technology 3. Developing economy E. The arts F Languages G. Education H Religion and common values	military government junta	*2. Identify the interrelationships between the physical environment and the Andean region of Latin America. *3. Use a variety of distribution maps which reflect geographical, political, and socioeconomic information to draw conclusions. *4. Identify on a map specific points where latitude and longitude lines intersect. 5. Describe Peru in terms of location, geographic factors affecting lifestyle, government, and economy.

UNIT VII: BRAZIL

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. Brazil, the largest Latin American country, is nearly as large as the United States. Its size and its Portugese heritage make it a region by itself.	I. Geography A. Topography and land use B. Bodies of Water C. Climate D. Resources	Amazon River tributary	*1. Define the interrelationships between climate and land use in southern Latin America.
2. Brazil, like Canada, is one of the few western hemisphere nations that became independent of colonial rule without a war.	II. Culture A. Portugese America B. Plantation tradition C. Government D. Economy 1. Rural/urbal life 2. Level of technology 3. Developing economy E. The arts F. Languages G. Education H. Religion and common values		*2. Identify the interrelationships between the physical environment and people in southern Latin America. *3. Use a variety of distribution maps which reflect geographical, political, and socioeconomic information to draw conclusions. *4. Identify on a map specific points where latitude and longitude lines intersect. 5. Describe Brazil in terms of location, geographic factors affecting lifestyle, government, and economy.

GRADE SEVEN

WESTERN HEMISPHERE STUDIES

Textbook References

The two adopted textbooks for Western Hemisphere Studies are *Canada and Latin America* (Silver Burdett Company) and *The Western Hemisphere: America's Neighbors* (Ginn and Company).* Each book includes more chapters than can be used in a one-semester course, so a judicious selection should be made; the guidelines below may be of assistance. Teachers are encouraged to identify activity-oriented lessons to supplement or substitute for textbook presentations.

	Silver Burdett	Ginn
Canada	Ch. 4-7	Ch. 17-21
Latin American Background	Ch. 3, 8-10	Ch. 1-5
Mexico	Ch. 11-12	Ch. 8-9
Central America (Tropics Region)	Ch. 13	Ch. 10
Argentina (Pampas Region)	Ch. 17	Ch. 12
Peru (Andean Region)	Ch. 16	Ch. 14
Brazil	Ch. 18	Ch. 15-16

* Since our textbook adoption, the two publishers have merged to form Silver Burdett and Ginn, Inc. Both texts are still available and are listed under the new company name in the state textbook catalog.

55

54

GRADE SEVEN
NEW MEXICO HISTORY AND GEOGRAPHY
One Semester

New Mexico History and Geography is a required course for one semester at seventh grade. The course is primarily a history of New Mexico prior to statehood, a study of selected topics in recent history, and a review of state geography. The following is a recommended allocation of time and units of study:

Unit I	Land and Prehistoric People	2-3 weeks
Unit II	Indian Cultures at the Time of Columbus	2-3 weeks
Unit III	The Spanish Period	3-5 weeks
Unit IV	The Mexican Period	2-3 weeks
Unit V	The Territorial Period	2-3 weeks
Unit VI	Statehood and Beyond	2-4 weeks
	Total	18 weeks

The time guideline shown above is intended to suggest a plan for organizing a one semester New Mexico History course. The suggested range of time allows teachers to place more emphasis on one or two units of study and to recognize that a thorough study of the history since statehood is not expected. The majority of the course should focus on the period prior to statehood.

COURSE OUTLINE: NEW MEXICO HISTORY AND GEOGRAPHY

Unit I: Land and Prehistoric People (2-3 weeks)

A. Geographic Features of New Mexico
B. Pre-historic People

Unit II: Indian Cultures at the Time of Columbus (2-3 weeks)

A. Pueblo Indians
B. Athabascans

Unit III: The Spanish Period (3-5 weeks)

A. Spanish Exploration of New Mexico
B. Spanish Colonization
C. Pueblo Revolt
D. Recolonization (Reconquest)

Unit IV: The Mexican Period - 1821-1848 (2-3 weeks)

A. Mexican Independence from Spain
B. U.S. Influence
C. Mexican Control Weakens
D. Mexican War

Unit V: The Territorial Period - 1850-1910 (2-3 weeks)

A. Transfer of Power to the U.S.
B. Civil War in New Mexico
C. Indian Wars
D. Coming of the Railroad
E. The New Mexico Frontier

Unit VI: Statehood and Beyond (2-4 weeks)

A. Statehood
B. World War II
C. The Present

UNIT I: LAND AND PRE-HISTORIC PEOPLE

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. New Mexico has unique physical features, resources, and climate that have influenced the development of Indian, Spanish, and American cultures in the state.	I. Geography A. Geographic features 1. Mountains 2. Lakes, rivers 3. Cities 4. Sites a. Physical b. Historical B. Availability of water 1. Surface water and precipitation 2. Ground water 3. Rivers C. Elevation and life zones 1. Six zones in New Mexico 2. Variety of plant and animal life D. Resources 1. Oil, minerals 2. Fish, wildlife 3. Arable land 4. Water E. Climate 1. Arid 2. Rainfall in summer 3. Affected by elevation	Sandia, Manzano, Sangre de Cristo, Sacramento, San Andres mountains Rio Grande, Pecos, Gila San Juan rivers Albuquerque, Santa Fe, Las Cruces, Roswell, Carlsbad, Farmington, Alamogordo, Taos, Raton, Las Vegas Carlsbad Caverns White Sands, Four Corners El Morro, Taos, Pueblo Wheeler Peak, Acoma, surface water ground water	The student will: *1. Give appropriate location and/or name of major physical features on a New Mexico map. 2. Describe the importance of ground water and surface water to New Mexico's way of life. 3. Recognize that life zones are identified by changes in plant and animal life. *4. Describe the importance of natural resources to life in New Mexico. 5. Distinguish between the nomadic and the sedentary cultures in New Mexico's pre-historic past, and name examples of each. *6. Use scale, distance, size of lettering, direction, color, and legend to interpret maps of the United States.

UNIT I: LAND AND PRE-HISTORIC PEOPLE (Continued)

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
2. There is evidence that New Mexico had both nomadic and sedentary cultures during the pre-historic period. 3. Some facts about Indian ancestry and time of arrival in the southwest are still unknown.	II. Pre-historic People A. Movement from Asia into the Americas B. Hunting and gathering cultures 1. Sandia 2. Clovis 3. Folsom C. Farming cultures 1. Mogollon 2. Anasazi	continental divide life zone elevation arable land arid climate nomadic sedentary	

UNIT II: INDIAN CULTURES AT THE TIME OF COLUMBUS

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. At the time of Columbus and Spanish exploration, Indians in New Mexico were various groups of Pueblo, Navajo, and Apache Indians. 2. Though the Indian groups in New Mexico had differences in language, heritage, and other aspects of culture, they learned from each other some ways to adapt to southwestern climate and geography.	I. Pueblo Indians A. Language groups 1. Tanoan family 2. Keresan 3. Zuni B. Dwellings C. Ways of making a living D. Religious practices II. Athabascans A. Navajo 1. Language 2. Religion 3. Ways of making a living 4. Dwellings B. Apache 1. Language 2. Religion 3. Ways of making a living 4. Dwellings	language group pueblo adobe dry farming kachina hogan curing ceremony sand painting Mescalero Apache Jicarilla Apache tipi	The student will: *1. Name the major groupings of Indians in New Mexico in 1500. 2. Use a list of New Mexico Indians and indicate which were Pueblo and which were Athabascan. *3. Distinguish among Pueblos, Navajos, and Apaches by describing differences in dwellings, religious practices, language, ways of making a living, and/or other cultural characteristics.

UNIT III: SPANISH PERIOD

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. When the Spanish came to New Mexico, they brought with them a culture which has made lasting changes in New Mexico's way of life. 2. When the Spanish began to settle in New Mexico, the area began to change from Indian self-rule to Spanish rule. 3. The Pueblo revolt brought about temporary unity among many Pueblo groups to enable them to oust a common enemy from their lands. 4. After the reconquest, some cooperation and interdependence grew between Spanish and Indians. 5. After the reconquest, Apache, Comanche, Ute, and sometimes Navajo raids nearly caused Spain to abandon New Mexico.	I. Spanish Exploration of New Mexico (1536-1542) A. Expansion of Spanish Empire B. Religious conversion C. The search for gold II. Spanish Colonization (1598-1610) A. Early settlement difficult 1. Distance 2. Hostile environment B. Capital established at Santa Fe C. Missions established throughout northern New Mexico III. Pueblo Revolt (1680) A. Removal of Spanish from area B. Only successful Indian revolt in U.S. history C. Indian raiding continued threat to Pueblos and Spanish	Cabeza de Vaca Esteban Fray Marcos de Niza Coronado Oñate Peralta San Gabriel encomienda Popé DeVargas deAnza	The student will: *1. From a list of people important to New Mexico's history, identify four major explorers. 2. Explain how colonization differs from exploration. *3. Cite examples of Spain's contributions to New Mexico's development. *4. Identify major personalities in New Mexico's past.

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. New Mexico went from Indian control to the flags of Spain, Mexico, and the United States.	I. Mexican Independence from Spain A. Overthrow of Spanish rule in 1821 B. New Mexico part of Mexico		The student will:
2. When Mexico won independence from Spain in 1821 (45 years after the 13 colonies won independence from England), New Mexico was part of Mexico.	II. U.S. Influence A. Trade established with outsiders 1. Santa Fe Trail 2. Mountain men B. End of isolation	William Becknell Bent's Fort Gov. Charles Bent	1. Name the countries that have ruled New Mexico. 2. Recognize that Mexican Independence was part of a series of colonial revolts from European domination.
3. The newly independent Mexican government removed trade restrictions, allowing outsiders to trade with New Mexicans.	III. Mexican Control Weakens		3. List ways New Mexicans benefited from trade with outsiders during the time Mexico ruled New Mexico.
4. People from the United States came to New Mexico to trade and soon controlled much of New Mexico's economy.	IV. Mexican War A. Arrival of Kearney B. Treaty of Guadalupe Hidalgo	Steven W. Kearney Manuel Armijo treaty	4. Name the two countries that fought in Mexican War. 5. Explain important provisions of the Treaty of Guadalupe Hidalgo
5. After the Mexican War, control of New Mexico passed to the United States.			*6. Cite examples of Mexico's contributions to the development of New Mexico. *7. Identify major personalities in New Mexico's past.

UNIT V: TERRITORIAL PERIOD

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. When the U.S. replaced the Mexican government, native New Mexicans resented the loss of power and the strengthening of outside influences.	I. Transfer of Power to the U.S. A. Kearney Codes B. Taos Rebellion	Stephen W. Kearney Carleton The Long Walk	The student will: 1. Explain New Mexico's role in the U.S. Civil War.
2. The Confederacy regarded New Mexico as an important access point to Mexico and California during the Civil War.	II. Civil War in New Mexico (1871-1862) A. Confederates invade New Mexico B. Battle of Glorieta Pass		2. Explain the U.S. government's policy toward Indians during New Mexico's territorial period.
3. The U.S. government adopted an Indian policy which was designed to end Indian raiding or place those who refused to comply on reservations.	III. Indian Wars (1862-67) A. Indian policy of the U.S. B. Bosque Redondo experiment C. Failure of Bosque Redondo experiment	Bosque Redondo	3. Explain the impact the railroad had on New Mexico. *4. Cite examples of U.S. contributions to New Mexico's development.
4. The railroad had a major impact on ending isolation, starting new towns, and stimulating shipment of mining and farm products.	IV. The Coming of the Railroad (1878) A. Importance for development B. Rise of Albuquerque		*5. Identify major personalities in New Mexico's past.
5. New Mexico farmers began to prosper after switching to dry farming. 6. New Mexico was a territory for long period of time before statehood was achieved.	V. The New Mexico Frontier A. The Lincoln County War B. Frontier Economy 1. Cattle 2. Sheep 3. Mining	Billy the Kid cowboy Geronimo	

68

69

UNIT VI: STATEHOOD AND BEYOND

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ EVENTS	COMPETENCIES
1. The U.S. was slow to accept a territory that was largely Spanish speaking.	I. Statehood A. New Mexico became a state in 1912 B. Had to wait 66 years C. Important provisions of State Constitution		The student will: 1. Recognize that New Mexico was one of last continental territories to become a state.
2. New Mexico contributed to the U.S. war effort in World War II.	II. World War II A. Bataan Death March B. Navajo codetalkers C. Manhattan Project		2. Recognize that New Mexico was involved in the fighting of World War II and in the development of the atomic bomb.
3. New Mexico is involved in the nation's future and faces problems and decisions.	IV. The Present A. New Mexico economy 1. Atomic/nuclear research 2. Oil and mineral resources 3. Jobs vs. rural living 4. Service-industry jobs B. Major personalities 1. Artists 2. Writers 3. Politicians 4. Explorers C. The environment D. Cultural groups in New Mexico		*3. Relate the role of technology to the economic development of New Mexico. *4. Recognize cultures that influenced New Mexico's history. *5. Describe the process for registering and voting in New Mexico. *6. Identify major personalities in New Mexico's past and present.

THE BEGINNINGS OF A BIBLIOGRAPHY ON NEW MEXICO

Non-Fiction

1. Bolton, Herbert Eugene. *Coronado, Knight of Pueblos and Plains.* University of New Mexico Press, 1949. The best account of Coronado's trek into the American Southwest.

2. Bolton, Herbert Eugene. *Bolton and the Spanish Borderlands.* Ed. by John Francis Bannon. University of Oklahoma Press, 1964. Theoretical and philosophical information on the Southwest. The master's work edited by one of his students.

3. Ellis, Richard N. *New Mexico Historic Documents.* University of New Mexico Press, 1975. Available from Albuquerque Public Schools. Self-explanatory.

4. Ellis, Richard N. *New Mexico Past and Present: A Historic Reader.* University of New Mexico Press, 1971. A classic reader--a quick way to get information on many facets of New Mexico history. Available from the Albuquerque Public Schools.

5. Espinosa, J. Manuel. *Crusaders of the Rio Grande.* A chronicle of deVargas's reconquest.

6. Hackett, Charles Wilson. *Revolt of the Pueblo Indians of New Mexico and Otermin's Attempted Reconquest, 1680-82* (2 volumes). University of New Mexico Press, 1942. The first volume has the pertinent details.

7. Hammond, George P. and Agapito Rey. *Don Juan de Oñate, Colonizer of New Mexico, 1595-1628.* University of New Mexico Press, 1953. This detailed account is done by students of Bolton. It is hard to get.

8. Kessell, John L. *Kiva, Cross, and Crown: The Pecos Indians and New Mexico, 1540-1840.* University of New Mexico Press, 1987. Much more than just an account of one pueblo. Details much of New Mexico history.

9. Pearce, T.M. *New Mexico Place Names: A Geographical Dictionary.* University of New Mexico Press, 1965. A "must own" resource. Good for information and to build activities.

10. Simmons, Marc. *The Little Lion of the Southwest: A Life of Manuel Antonio Chavez.* Swallow, 1973. Manuel Chavez was a major force in 19th century New Mexico.

11. Weber, David J. *The Mexican Frontier, 1821-1846 - The American Southwest Under Mexico.* University of New Mexico Press, 1982. Short articles dealing with New Mexico by a leading expert.

72

73

Fiction

1. Anaya, Rudolfo A. *Bless Me, Ultima: A Novel.* Quinto Sol, 1972. Tonatiech International, 1972. (Growing up in New Mexico).
2. Blacker, Irwin R. *Taos.* New York, Pocket Books, 1959. Brooke House, 1959. (A taste of the Revolt of 1680).
3. Bradford, Richard. *Red Sky at Morning: A Novel.* Harper, 1968. Pocket Books, 1968. Lippincott, 1968. (Santa Fe in the 1940's).
4. Folsom, James K. *Harvey Fergusson.* Steck-Vaughn, 1969. Wolf Song. (Conquest of Don Pedro).
5. Laughlin, Ruth. *The Wind Leaves No Shadow.* Caxton Publisher, 1951. (Life in times of Governor Manuel Armijo).
6. Rhodes, Eugene M. *Paso Por Aqui.* University of Oklahoma Press, 1973. (New Mexico cowboys).

TEXTBOOKS

The district adopted textbook is *A History of New Mexico* by Susan A. Roberts and Calvin A. Roberts (Albuquerque: UNM Press), 1975. The chart below shows which chapters correspond with each unit:

Unit I	Land and Prehistoric People	Chapter 1
Unit II	Early Cultures	Chapter 2
Unit III	The Spanish Period	Chapters 3-6
Unit IV	The Mexican Period	Chapter 7
Unit V	The Territorial Period	Chapters 8-9
Unit VI	Statehood and Beyond	Chapters 10-12

A resource book of additional activities and teaching ideas has been compiled, and one copy has been provided to each school.

New Mexico! by Marc Simmons (Salt Lake City: Peregrine Smith Books), 1983 is recommended for students reading significantly below grade level. The chart below shows which chapters correspond with each unit.

Unit I	Land and Prehistoric People	Chapter 1
Unit II	Early Cultures	Chapter 2
Unit III	The Spanish Period	Chapter 3-5
Unit IV	The Mexican Period	Chapter 6
Unit V	The Territorial Period	Chapters 7-8
Unit VI	Statehood and Beyond	Chapters 9-15

GRADE EIGHT

UNITED STATES HISTORY

One Year

United States History is a required course for eighth grade social studies. It includes a full survey of United States history from discovery to the current year with special emphasis on geography and on the U.S. Constitution. The purposes of the course are to familiarize students with the important people, places, and events in our history and to trace major issues across time through the development of economic, political, geographic, and constitutional themes.

The following units of study are suggested as a means of showing areas of emphasis. By contrast, fifth grade U.S. history includes a heavier emphasis on the pre-constitution period and is more concerned with legends and ideas reflecting core values. High school U.S. history spends little time with the pre-constitution period, more time with the twentieth century, and is more concerned with analysis of issues and themes. The eighth grade course, then, provides the "big picture" of history and the basic familiarity necessary for the critical and analytical approach taken in high school.

	Unit	Suggested Time	Chapters in Books	
			Prentice-Hall	Heath
I.	Geography, Exploration, and Discovery	1-3 weeks	Ch. 1-3	Ch. 1-2
II.	Colonization	2-3 weeks	Ch. 4-6	Ch. 3-6
III.	American Revolutionary Period	2-3 weeks	Ch. 7-8	Ch. 7-9
IV.	The Constitution	3 weeks	Ch. 9	Ch. 10-11
V.	Establishing the Republic	1-2 weeks	Ch. 10-13	Ch. 12-16
VI.	Territorial Expansion	1 week	Ch. 14	Ch. 17
VII.	Civil War and Reconstruction	3-4 weeks	Ch. 15-19	Ch. 18-20
VIII.	Settling the West	1-2 weeks	Ch. 20	Ch. 21
IX.	Industrialization and Reform	1-2 weeks	Ch. 21-23	Ch. 22-24
X.	U.S. Becomes a World Power	2-3 weeks	Ch. 24-25	Ch. 25
XI.	The Twenties and the Thirties	1-2 weeks	Ch. 26-27	Ch. 26-27
XII.	World War II	1 week	Ch. 28	Ch. 28
XIII.	Post-War World	4-6 weeks	Ch. 29-32	Ch. 29-32
	Total	**36 weeks**		

Ranges of time suggested allow the teacher to distirbute time fairly evenly, or to select a few topics for in-depth study, or to add a research unit or other special unit of the teacher's choice to give the course a special emphasis.

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: North America is a vast area with a variety of landscapes and climate types. This geographic variety has contributed to the cultural diversity of North Americans from earliest times to present.	I. Geography of North America A. Physical regions 1. Landforms 2. Waterforms B. Climate types C Natural resources	geography culture climate physical region cultural region	*1. Identify sources used by historians other social scientists to record and examine history.
2. Political Theme: The New World was claimed by Portugal, Spain, France, and England. Though Portugal and Spain dominated the first wave of exploration and claims, France and England later joined the competition and established claims to new lands. In the meeting of cultures, European ideas and force prevailed.	II. Earliest Inhabitants of North America		*2. Sequence significant time periods in U.S. history: Indian settlement, European exploration.
3. Economic Theme: The invasion and conquest of Native American lands by Europeans caused the Native Americans to lose their right to economic control of their land and resources. The benefit of North American resources was channeled to European countries to make them more powerful.	III. European Exploration of the Western Hemisphere A. Changes in Europe B. Voyages of exploration and discovery C. Results of exploration 1. European claims to Western Hemisphere lands 2. Tragedy for Native Americans	Marco Polo Prince Henry of Portugal Columbus Magellan Cortez Balboa Verazzano Cartier Drake Cabot	*3. Differentiate between state, country, and continent. *4. Identify major physical features of North America and the United States: Mississippi River, Rocky Mountains, Appalachian Mountains, and major areas of forests, deserts,tundra. *5. Locate major natural resources important to the United States: oil, coal, lead, iron, lumber, gold, silver, and uranium. *6. Describe the influence of topography and climate on land usage. *7 Identify locations on maps and globes using a grid coordinate system. *8. Identify the relationship between major personalities and historical events.

UNIT II: COLONIZATION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: The diversity of geographic settings in the colonies gave rise to a variety of occupations and cultural patterns. 2. Political Theme: The English colonies carried forth ideas of representative government, limited government, and the rule of law that had been part of the English system for generations. 3. Economic Theme: The colonies were established to benefit the economic interests of the companies and countries that sponsored them. This mercantile system did not encourage free enterprise, which often developed illegally. 4. Constitutional Theme: The colonial empires established by European nations reflected their notions of government. In the English colonies the ideas of self-government and individual rights developed.	I. Spanish Colonies A. Location and size B. Government, culture, and religion II. French and Dutch Colonies A. Location and size B. Government, culture, and religion III. English Colonies A. Location and size B. New England, Middle, and Southern colonies C. Government, culture, and religion D. Personalities of colonial founders E. Similarities and differences F. Role of religion in settlement and expansion G. Daily life in English colonies	colony mother country viceroy encomienda Cortes Champlain Marquette and Joliet Captain John Smith Mayflower Compact Pocahontas Plymouth Roger Williams Anne Hutchinson William Penn House of Burgesses colonial charter slavery indentured servant mercantilism social class religious freedom triangular trade	*1. Sequence significant time periods in U.S. history: colonization. *2. Identify concepts associated with the history of the United States: colony. *3. Define concepts of economic significance in the development of the U.S.: mercantilism. *4. Identify ways in which government has had a role in directly influencing the economy: taxing imported goods. *5. Interpret data from graphs and tables. *6. Identify the relationship between major personalities and historical events. 7. Identify the European countries that established the major colonial empires in North America. 8. Explain the role of religion in the settlement of the United States.

UNIT III: AMERICAN REVOLUTIONARY PERIOD

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: By winning independence, the English colonies were recognized by European countries as one country with territory extending to the Mississippi River. 2. Political Theme: The colonies were slow to unite and continued to preserve separate identities and rights throughout the war for independence. 3. Economic Theme: Much of the unrest leading to the American revolution was related to taxation and regulation which was part of a mercantile system. The winning of independence allowed Americans to be in charge of their own economic decisions. 4. Constitutional Theme: The ideas of equality and individual rights contained in the Declaration of Independence helped unite the colonists during the Revolutionary War.	I. Pre-Revolutionary Problems A. French and Indian War 1. French withdrawal from North American colonies 2. British tax policies following the war B. Protests against taxation and regulation C. Beginnings of colonial unity II. The American Revolution A. Preliminary battles and attempts at reconciliation B Declaration of Independence C. Battles D. Treaty of Paris of 1783	French and Indian War no taxation without representation dissent/protest confederation parliament Stamp Acts boycott Intolerable Acts Boston Tea Party Declaration of Independence George Washington Thomas Jefferson Thomas Paine Sam Adams John Adams George III Tories Sons of Liberty Loyalists Patriots	*1. Sequence significant time periods in U.S. History: independence. *2. Identify concepts associated with the history of the U.S.: revolution, independence. *3. Define concepts of economic significance in the development of the U.S.: private enterprise. *4. Identify ways in which government has had a role in directly influencing the economy: regulation of trade, taxation of imported goods. *5. Identify basic government documents important to citizens of the United States: Declaration of Independence. *6. Interpret data from graphs and charts. *7. Identify the relationship between major personalities and historical events: George Washington. 8. Describe ways the American Revolutionary War resulted in lasting changes.

UNIT IV: THE CONSTITUTION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: Controversy over state claims to western lands was so difficult that it delayed ratification of the Articles of Confederation. 2. Political Theme: The Constitution established a new kind of government--a federal system which gave some powers to a national government and allowed states to retain many powers. 3. Economic Theme: The Constitution did not specify an economic system for the United States, but the powers relating to money, taxes, and commerce given to the national government favored commercial interests over farmers' interests and a national economy over local or state economies.	I. The Articles of Confederation A. Why adopted B. Strengths C. Weaknesses II. The Constitutional Convention A. Purposes B. Personalities C. Compromises III. Ratification IV. The Constitution A. Framework of federalism B. Three branches of government 1. Powers 2. Checks and balances C. The Bill of Rights V. Rights and Responsibilities of Citizens	Articles of Confederation Northwest Ordinance Benjamin Franklin James Madison Alexander Hamilton compromise Great Compromise Three-Fifths Compromise republic democracy federalism congress checks and balances separation of powers Bill of Rights electoral college veto impeach amend state/territory citizenship separation of church and state	*1. Sequence significant time periods in U.S. history: adoption of the Constitution. *2. Identify concepts associated with the history of the U.S.: democracy, representative government, compromise. *3. Identify ways in which government has had a role in directly influencing the economy: taxation, loaning and borrowing money, coining and regulating money, regulating commerce. *4. Describe the evolution of democratic forms of government in the U.S.: colonial government to Articles of Confederation to U.S. Constitution. *5. Identify basic government documents important to citizens of the United States: U.S. Constitution, Bill of Rights. *6. Identify the basic rights of citizens defined in the Bill of Rights.

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
4. Constitutional Theme: The Constitution was not ratified until a series of amendments that clearly protected individual rights was promised.			*7. Identify the characteristics of federalism: division of powers between the states and federal government. *8. Describe the powers, checks, and balances of the three branches of government. *9. Describe the key elements of a democratic system of government: representative government, limited governmental authority, individual rights, equality, electing governmental officials by the people, majority rule with minority rights. *10. Identify the relationship between major personalities and historical events: Benjamin Franklin. *11. List major features of the U.S. Constitution and describe the purpose of each.

UNIT V: ESTABLISHING THE REPUBLIC

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: Before the U.S. was 20 years old, the territory belonging to it had doubled, setting a precedent for expansion. Before the U.S. was 50 years old, the number of states had doubled. 2. Political Theme: Decisions made in the early years of the republic established important principles: the President as a strong leader, cabinet positions in the Executive Branch, political parties, judicial review, and a system of federal courts. 3. Economic Theme: The policies of Alexander Hamilton established a private enterprise economic system for the country and provided capital for business growth. 4. Constitutional Theme: The new country walked a tightrope between establishing enough power to bind the states into one country and endangering the republic with oppressive laws. Constitutional government persisted, and democracy grew slowly.	I. Establishing a New Country A. The first presidents B. Setting up a government C. Relations with other countries D. Economic stability E. Geographic expansion II. The Industrial Revolution A. Factory system B. Transportation C. Changing ways of life	George Washington republic federalist (era) two-party system cabinet Thomas Jefferson impressment embargo capitalists private enterprise mass production tariff industrialization	*1. Sequence significant time periods in U.S. history: The Federalist Era. *2. Identify concepts associated with the history of the United States: republic. *3. Define concepts of economic significance in the development of the United States: private enterprise, industrialization, mass production. *4. Identify the relationship between major personalities and historical events: George Washington, Thomas Jefferson.

89

90

UNIT VI: TERRITORIAL EXPANSION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: By the 1830's, American settlers had settled much of the land east of the Mississippi River. By 1850, American territory reached from sea to sea. 2. Political Theme: American laws and ideas of government were brought to newly-acquired territories, even when other systems had been in place for many years. 3. Economic Theme: The westward expansion helped build the belief in an economic system based on private enterprise. 4. Constitutional Theme: The U.S. Constitution moved west with the westward movement and was extended to (imposed upon) newly acquired territories. New state constitutions extended control of the people over government by giving more people the right to vote and limiting the power of legislators.	I. Westward Movement A. Trails B. Indian removal II. Manifest Destiny A. Mexican War 1. Texas Revolution 2. Mexican Cession B. Oregon C. California	Andrew Jackson Santa Fe Trail Oregon Trail Gadsden Purchase annexation gold rush Alamo Santa Anna Houston territorial expansion	*1. Sequence significant time periods in U.S. History: territorial expansion *2. Identify concepts associated with the history of the U.S.: manifest destiny. 3. Use maps to explain change.

UNIT VII: CIVIL WAR AND RECONSTRUCTION

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: Differences in physical and cultural geography led to economic and social differences between North and South which were contributing causes of the Civil War. 2. Political Theme: The Civil War was fought over the preservation of the union and political reconstruction eventually restored all states to the union. 3. Economic Theme: The economic advantages of the North over the South contributed greatly to victory. The South suffered greater economic devastation due to the war. For freedmen, emancipation did not lead to economic equality. 4. Constitutional Theme: Civil War amendments to the Constitution held out hope of political equality for blacks, but their effective implementation was delayed for nearly a century.	I. Sectional Conflict A. Abolitionist movement B. Compromises in the debate over slavery (1820-1854) C. Secession II. Civil War A. Comparisons of North and South 1. Political 2. Economic B. A summary of battles and leaders C. Lincoln and Emancipation Proclamation III. Reconstruction A. Political Reconstruction B. Civil War amendments to the Constitution C. Failures of Reconstruction	Harriet Beecher Stowe Abraham Lincoln Robert E. Lee Ulysses S. Grant Frederick Douglas civil war reconstruction secession abolition Emancipation Proclamation 13th, 14th, 15th amendments Fugitive Slave Law Underground Railroad scalawags impeachment Andrew Johnson	*1. Sequence significant time periods in U.S. history: Civil War, Reconstruction. *2. Identify concepts associated with the history of the United States: compromise, states' rights, civil war. *3. Identify basic documents important to citizens of the United States: Emancipation Proclamation. *4. Interpret data from graphs and tables. *5. Identify the relationship between major personalities and historical events: Abraham Lincoln, Robert E. Lee, Ulysses S. Grant. 6. Describe ways the American Civil War resulted in lasting changes.

UNIT VIII: SETTLING THE WEST (1865-1914)

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: The trans-Mississippi West consisted of an interior "Dry West" and a coastal "Wet West." The "Wet West" was settled before the Civil War; the "Dry West" remained sparsely settled until after the Civil War 2. Political Theme: The American Dream of liberty grew in the west, but individualism was more important than equality 3. Economic Theme: People moved west to improve their economic status, and belief in "laissez-faire" private enterprise system grew. Economic hardships for farmers and laborers led to the formation of a Populist Party. 4. Constitutional Theme: The Constitution moved west with new settlers, and many new states and territories were added. All state constitutions had to guarantee representative government.	I. Miners II. Cowboys III. Indians IV. Farmers	transcontinental railroad Homestead Act Indian Policy Little Big Horn Nez Perce Chief Joseph Custer	*1. Distinguish between primary and secondary source material. 2. Describe changes in the map of the United States that occurred as a result of the post-Cival War westward movement.

UNIT IX: INDUSTRIALIZATION AND REFORM

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: The growth of cities changed the map of the U.S. in the late 19th and early 20th centuries. By 1920, more than half of all Americans lived in cities, and the country changed from an agrarian nation to an urban nation. 2. Political Theme: Political reform efforts and the Progressive Movement, tried to make government and business answer the needs people. American beliefs in democracy were tested. 3. Economic Theme: The growth of big business, along with monopolies, low wages, poor working conditions, and other abuses, led to demands for government regulation of business. 4. Constitutional Theme: Reform movements led to several Constitutional amendments establishing an income tax, giving women the right to vote, and outlawing alcohol. But civil rights were still not available to many Americans.	I. Rise of Industry A. Growth of big business B. Labor and unions C. Science and technology II. Rise of Cities A. Immigration B. Urban growth C. Political corruption III. Reform A. Unionization B. Populist movement C. Progressivism D. Government regulation	monopoly Alexander Graham Bell Thomas A. Edison Henry Ford Wright Brothers Andrew Carnegie strike Progressive Square Deal muckrakers trusts inventions civil service urbanization laissez faire	*1. Sequence significant time periods in U.S. history: progressive era. *2. Identify concepts associated with the history of the United States: immigration. *3. Identify concepts of economic significance in the development of the United States: industrialization, labor unions. *4. Identify ways in which the government has had a role in directly influencing the economy: taxing income. *5. Distinguish between primary and secondary source material. 6. Describe changes in work and ways of living as a result of industrialization in the United States.

UNIT X: U.S. BECOMES A WORLD POWER

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: During an era of European imperialism, the U.S. also began to expand its territories and interests abroad. For the first time, a world map was needed to show the U.S. and its territories. 2. Political Theme: U.S. involvement in lands outside its borders led to conflict with other countries and involvement in a European war. Attempts to remain neutral had failed, and the U.S. became a world power. 3. Economic Theme: U.S. attempts to extend and protect economic interests led to political conflict and U.S. involvement in world political affairs. 4. Constitutional Theme: Freedom of speech was suppressed during World War I because most Americans agreed that the war effort demanded it.	I. Spanish-American War II. World War I A. Causes B. U.S. involvement C. The home front 1. Mobilization 2. Economic changes D. Results 1. U.S. as a world power 2. League of Nations 3. Treaty of Versailles	Panama Canal imperialism neutrality Theodore Roosevelt Woodrow Wilson propaganda League of Nations	*1. Sequence significant time periods in U.S. history: imperialism, World War I. *2. Identify concepts associated with the history of the United States: neutrality. *3. Identify the relationship between major personalities and historical events: Theodore Roosevelt, Woodrow Wilson. *4. Make generalizations from historical evidence: provide a topic sentence for a series of related historical facts.

UNIT XI: THE TWENTIES AND THE THIRTIES

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: Drought and winds in the Great Plains created the Dust Bowl, which caused many people to migrate toward the West Coast. 2. Political Theme: Economic hardship and depression in the thirties resulted in unprecedented responsibility of the national government for economic and social welfare programs. 3. Economic Theme: Belief in a private enterprise system met its greatest challenge during the Great Depression. Greater government regulation of the economy to promote economic stability and growth became the post-depression norm. 4. Constitutional Theme: Governmental action to resolve the economic crisis of the Great Depression was challenged in the Supreme Court. Public opinion was divided on the issue of how flexible the Constitution should be in a time of crisis.	I. The Twenties A. Political developments 1. Political conservatism: "Back to normalcy" 2. Harding scandals B. Social developments 1. Traditional values versus change 2. "Jazz Age" 3. Reform movements C. Economic developments 1. Prosperity 2. Technology 3. Economic cycles D. Foreign Affairs II. The Great Depression A. Causes B. Problems of depression C. Solutions 1. Hoover's actions 2. The election of FDR III. The New Deal A. Relief B. Recovery C. Reform D. Global depression	Charles Lindbergh stock market depression 18th, 19th, 21st amendments speakeasy Herbert Hoover prosperity recovery Franklin D. Roosevelt dust bowl welfare unemployment	*1. Sequence significant time periods in U.S. History: the Great Depression, the New Deal era. *2. Identify concepts associated with the history of the United States: depression. *3. Identify concepts of economic significance in the development of the United States: government regulation of the economy. *4. Identify ways in which government has had a role in directly influencing the economy: creating laws on employment, providing financial assistance through welfare programs. *5. Identify the relationship between major personalities and historical events: Franklin D. Roosevelt.

101

102

UNIT XII: WORLD WAR II

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: The resources of the U.S. were a significant factor in winning the war in the Atlanic as well as the Pacific. The map of the United States changed little as a result of the war, however. 2. Political Theme: By entering into alliances with countries at war with Germany, Italy, and Japan, the U.S. asserted that its political way of life would be threatened if these dictatorships prevailed in Europe and Asia. 3. Economic Theme: The American economy underwent a major transformation to support the war effort, and the depression ended abruptly. Americans were willing to accept heavy governmental regulation of the economy during the war. 4. Constitutional Theme: The civil rights of Japanese-Americans and others were threatened by wartime conditions.	I. Underlying Causes of World War II A. The rise of dictators B. Aggression C. Appeasement II. United States Participation A. President Roosevelt's diplomacy B. Neutrality C. Causes of U.S. entry D. Summary of military events 1. European Theater 2. Pacific Theater E. The home front III. Wartime Diplomacy A. Wartime conferences of the Allies B. The formation of the United Nations C. The use of the atomic bomb D. The Nuremberg Trials E. Emergence of two superpowers	Franklin D. Roosevelt foreign policy Adolf Hitler Nazi Party Pearl Harbor Dwight D. Eisenhower Douglas MacArthur atomic bomb bonds internment camp superpowers	*1. Sequence significant time periods and events in U.S. history: World War II. *2. Identify concepts associated with the history of the United States: foreign policy. *3. Identify ways in which government has had a role in directly influencing the economy: selling government bonds. *4. Identify the relationship between major personalities and historical events: Dwight D. Eisenhower, Douglas MacArthur.

UNIT XIII: POST-WAR WORLD

MAIN THEMES	OUTLINE	CONCEPTS/PEOPLE/ PLACES/EVENTS	COMPETENCIES
1. Geographic Theme: For the United States, the post-World War II world has meant few changes in boundaries but increasing connections with other areas of the world. 2. Political Theme: The complexity of domestic and international relationships has led to an increasingly large and powerful federal government. 3. Economic Theme: While remaining a world economic leader, wartime costs, post-war inflations, and expanded social programs have placed great pressure on the U.S. economic system. The private enterprise system, tempered by government regulation, has yielded a mixed market economy 4. Constitutional Theme: The civil rights movement has expanded individual rights of minorities during the post-World War II period through fuller implementation of the 14th and 15th amendments.	I. Cold War A. U.S. postwar aims B. Policy of containment C. Fear of communism D. Korea II. Civil Rights Movement A. Desegregation B. Voting rights III. Kennedy and Johnson A. New Frontier B. Great Society IV. Vietnam V. Watergate VI. Issues and Trends in the 80's	Fair Deal Cold War U.N. Charter Civil Rights Act voting rights Vietnam 26th Amendment Moon landing (space age technology) Watergate John F. Kennedy Martin Luther King, Jr. Harry S. Truman Lyndon B. Johnson Richard Nixon	*1. Sequence significant time periods and events in U.S. History: the Korean War, the Vietnam War. *2. Identify concepts associated with the history of the United States: cold war, civil rights. *3. Identify concepts of economic significance in the development of the United States: space-age technology. *4. Identify registration and voting procedures in the United States: conditions which qualify people to vote in U.S. elections. *5. Identify the relationship between major personalities and historical events: Richard M. Nixon, Martin Luther King, Jr. 6. Describe the role of the United States as a world power in the 20th century.